**Grade:** 3 **Title:** Surrealism Floating Form Drawings **Number of Classes:** 3 (45 min. classes)

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| **Materials:** 12x9” white paper, pencils, erasers, black watercolor paint, brushes, water containers, everyday objects made from the basic forms | **Vocabulary:** value, shadow, shape vs. form, composition, balance, Surrealism, dimension, review of basic math terms from regular classroom (quadrilaterals, fractions, etc.) that can be used in drawing & understanding the forms, angles that are in each form |

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| **Art Objective:** Students will create an original Surrealism design using the 4 basic forms (sphere, cylinder, pyramid & cube) & add value to each. |

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| **Essential Standard:** 3.v.1; 3.v.2; 3.cx.2 | **Clarifying Objective(s):** 3.v.1.1, 1.4, 1.5; 3.v.2.1, 2.3; 3.cx.2.2 |

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| **Procedure:**   1. The teacher will show students examples of Surrealism art & ask students to describe the style. The teacher will add any missing information or summarize more simply what Surrealism art is. 2. The teacher will ask students the difference between shape & form. The teacher will ask students to define quadrilateral & correct any misinformation if necessary. The teacher will ask students to identify which of the forms are examples of a quadrilateral. The teacher will also discuss the angles seen in the pyramid & cube by asking “where do you see right angles?”, “where do you see obtuse or acute angles?” etc. Questions about fractions will also be asked such as “how much of the cube is shown in this example?” to help reinforce mathematics understanding from the regular classroom. 3. The teacher will demonstrate how to how to draw the 4 basic forms of the sphere, cylinder, pyramid & cube. 4. Students will draw the forms in various locations on their white paper in pencil as demonstrated by the teacher. 5. The teacher will demonstrate how to add a table to their picture & students will add one as they choose. A checkerboard pattern will be added to the table for interest. 6. The teacher will discuss the effects of light on an object & the shadow it creates using visual examples. 7. The teacher will demonstrate how to add shading/value to the forms to make them look more 3-D in pencil. 8. Students will paint in the background area above the table using black watercolor paint. |

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| **Assessment:**  ***The completed project:*** Did student create an original design? Did student shade in the forms correctly? Did student place shadows in the correct place, based on where their light source is? Did student correctly draw the shadows so some of the forms look like they are on the table & others look as if they are floating? Is the project neatly done? Can student identify angles, fractions and/or the quadrilateral shapes if asked? |